DOCUMENT RESUME

ED 437 605 CS 013 808

AUTHOR Cook, Charles C.; Shumer, Robert
TITLE Literacy and Service-Learning. A "Links" Piece, Connecting Theory and Practice.
INSTITUTION Minnesota Univ., St. Paul. National Service-Learning Cooperative Clearinghouse.
SPONS AGENCY Corporation for National Service, Washington, DC.
PUB DATE 1998-08-00
NOTE 13p.
CONTRACT 98CAMN0001
AVAILABLE FROM National Service-Learning Clearinghouse, University of Minnesota, R-460 VoTech Ed Bldg, 1954 Buford Avenue, St. Paul, MN 55108-6197. Tel: 800-808-7378 (Toll Fee); Web site: http://umn.edu/~serve; e-mail: serve@tc.umn.edu.
PUB TYPE Reference Materials - Bibliographies (131) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Cross Age Teaching; Elementary Secondary Education; Higher Education; *Literacy; *Reading Achievement; *Service Learning; Theory Practice Relationship; *Tutoring; Volunteers
IDENTIFIERS America Reads Challenge

ABSTRACT

The information contained in this publication, a brief introduction to literacy, is designed to help potential literacy workers gain a basic understanding of literacy issues. The publication notes that current literacy efforts in the United States, especially the new America Reads initiative, are focused on helping young children up to the third grade learn the skills of reading and also learn to enjoy and appreciate reading activities. It points out that new and innovative methods are necessary because 40% of all school children are now reading below basic levels on national reading assessments. For example, students from elementary schools, middle schools, high schools, and post-secondary institutions involved in peer and cross-aged tutoring programs can provide a pool of potential literacy instructors who can assist with the national literacy effort. The publication states that any organization using volunteers to tutor children or adults should become informed about the results and challenges of previous volunteer programs. The first section lists names, contact information, Web addresses, and a brief description of 11 national organizations that promote literacy; it also presents annotations of 6 publications that provide a background to the undertaking of literacy education through service learning. The second section presents annotations of 7 books and articles that give specific examples of literacy programs that use service learning. The third section lists 3 organizations from which the works mentioned in the publication may be ordered. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 437 605

National Service-Learning Clearinghouse
An Adjunct ERIC Clearinghouse

University of Minnesota

R-460 VoTech Ed Bldg
1954 Buford Avenue
St. Paul, MN 55108-6197

1-800-808-SERV (Voice/TTY)
http://umn.edu/~serve
serve@tc.umn.edu

A "Links" Piece, Connecting Theory and Practice

Literacy and Service-Learning

By

Charles C. Cook

Robert Shumer, PhD

August 1998

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: CS

In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view. SO

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

The National Service-Learning Clearinghouse is a collaborative project between the University of Minnesota and twelve other organizations and institutions, funded by the Corporation for National Service under Cooperative Agreement No. 98CAMN0001.
990427 prn

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C. Cook

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

CS 013 808

Literacy and Service-Learning

One of the greatest educational challenges in the world is creating literate cultures. Learning to read and comprehend are perhaps the most important educational skills one can acquire. Most people learn to read by going to school and/or by having environments that promote reading. Unfortunately, a significant number of people do not know how to read, or read at such a low level that they are not able to function in society.

Besides formal schooling, societies have tried other approaches to literacy instruction. From libraries to literacy organizations, efforts have been mounted to reach those who can not read and provide them with caring, competent instructors. The process of preparing literacy tutors/instructors is closely aligned with applications of service-learning -- providing literacy services while learning about literacy growth and development.

Current literacy efforts in the United States, especially the new America Reads initiative, are focused on helping young children up to the third grade learn the skills of reading and also learn to enjoy and appreciate reading activities. New and innovative methods are necessary because 40% of all school children are now reading below basic levels on national reading assessments. For example, students from elementary schools, middle schools, high schools, and post-secondary institutions involved in peer and cross-aged tutoring programs can provide a pool of potential literacy instructors who can assist with the national literacy effort. Any organization using volunteers to tutor either children or adults should become informed about the results and challenges of previous volunteer programs.

The information contained in this brief introduction to literacy is designed to help potential literacy workers gain a basic understanding of literacy issues. This publication is not an endorsement of the programs or organizations mentioned here; rather it is simply an introduction to the field, directing you to resource organizations and materials that can help you become an effective literacy practitioner and advocate.

The easiest and least expensive way to obtain these resources is through your local library. Even if you are not near a university or college library, most smaller libraries have interlibrary loan agreements at little or no cost to their patrons. Alternatives to libraries are: (a) reproduction and delivery services which offer a convenient way to get copies of serial articles and other documents for those willing to pay for the service, and (b) original producers/publishers of documents. Contact information for these services can be found at the end of this document. You can also call us at the Learn and Serve America National Service-Learning Clearinghouse if you have questions or need additional information.

How this document is organized:

Section One: General Links to Literacy information

- Resources (Organizations and Websites)
- Readings (General)

Section Two: Service-Learning Specific information on Literacy

Section Three: Additional information related to Literacy

Section One: General Links to Literacy

Resources

The following is a list of National Organizations which promote literacy. For each organization, an addresses, a phone number, an e-mail address, a Web Site, and a brief description is provided.

American Library Association
Office for Literacy and Outreach Services
50 E. Huron Street
Chicago, IL 60611
(800) 545-2433
URL: www.ala.org

Office for Literacy and Outreach Services focuses on increasing public awareness of illiteracy and on training library workers to develop and operate literacy programs.

The Barbara Bush Foundation for Family Literacy
1112 16th Street NW
Suite 340
Washington, DC 20036
(202) 338-2006
URL: www.bushfoundation.com

The foundation supports programs where parents and children can learn and read together.

International Reading Association
800 Barksdale Rd.
P.O. Box 8139
Newark, DE 19174-8239
(800) 336-7323

URL: www.reading.org

The IRA promotes literacy by studying the reading process and teaching techniques, disseminating readings and research, as well as actively encouraging the lifetime reading habit.

Laubach Literacy Action
1320 Jamesville Ave.
Box 131
Syracuse, NY 13210-0131
(888) LAUBACH
e-mail: info@laubach.org
URL: www.laubach.org

Laubach Literacy Action provides leadership to help communities develop and adapt literacy programs to meet the needs of tutors and learners.

Center for the Book
Library of Congress
101 Independence Ave. SE
Washington, D.C. 20540-4920
(202) 707-5221
URL: lcweb.loc.gov/loc/cfbook

Center for the book is a partnership between government and the private sector, and works to stimulate public interest in books, reading, libraries, and literacy. "Building a nation of readers" is the center's national reading promotion campaign for 1997-2000.

Literacy Volunteers of America, Inc.
5795 Widewaters Pkwy.
Syracuse, NY 13214
(315) 472-0001
URL: archon.educ.kent.edu/lva

LVA uses volunteers to teach adults to read, write, and speak English through 400 affiliates throughout America.

National Center for Adult Literacy
University of Pennsylvania
3910 Chestnut Street

Philadelphia, PA 19104-3111
(215) 898-2100
URL: www.literacyonline.org

The mission of NCAL is to (a) improve understanding of adult learners and their learning, (b) foster innovation and increase effectiveness in adult basic education and literacy work, and (c) expand access to information and build capacity for adult literacy service provision.

National Center for Family Literacy
325 W. Main Street
Suite 200
Louisville, KY 40202
(502) 584-1133
URL: novel.nifl.gov/ncfl

The National Center for Family Literacy provides training and technical assistance to help establish family literacy programs throughout the nation.

National Institute for Literacy
800 Connecticut Ave. NW
Suite 200
Washington D.C. 20006
(202) 632-1500
URL: www.nifl.gov

The National Institute for Literacy has been established by Congress to achieve full Literacy by the Year 2000 by creating a national support system for literacy and by disseminating information and technical assistance.

Reading is Fundamental
600 Maryland Ave. SW
Suite 600
Washington, DC 20024
(202) 287-3220
URL: www.si.edu/rif

RIF has a network of volunteer-run programs which puts free books into kids' hands and makes reading fun through exciting reading-related activities.

Student Coalition for Action in Literacy Education
University of North Carolina
Chapel Hill, NC 27599-3505
(919) 962-1542
e-mail: scale@unc.edu
URL: www.unc.edu/depts/scale

SCALE mobilizes college students to address literacy needs through partnerships with community agencies and service organizations.

Readings

The following is a list of publications which will provide a background to the undertaking of literacy education through service-learning. These publications supply information on community service-learning and have each indexed a wealth of publications on the principles and practices of service-learning and literacy efforts. For additional information on Service-Learning log on to the National Service-Learning Clearinghouse's Website:
http://umn.edu./~serve

Council of Chief State School Officers.(1994). ***Service-Learning Planning and Resource Guide.*** **Author. Washington, D.C.**
This funding guide is designed to help schools, education agencies, institutions of higher education, and others develop service-learning initiatives to improve K-12 education. It includes descriptions of 130 funding programs in 15 federal agencies, which generally provide two categories of financial assistance--formula grants, and competitive or discretionary grants. Part 1 offers program profiles in the following areas: educational improvement; humanities/social sciences; mathematics, science, and technology; partnerships; school-to-work focus; students with special needs; out-of-school youth; youth development; substance abuse prevention; health education; juvenile delinquency prevention; aging; child care; community development; environment; health care; human services; and literacy. Each profile provides information on the source, eligibility, amount, agency, and examples of appropriate programs. Part 2 contains information on selected service-learning resources and related networks. These are resources for designing and implementing service-learning initiatives at various levels. The following types of resources are described: training, publications, curriculum materials, resource guides, technical assistance, membership services, program manuals, and databases.
ERIC #ED370237

Greco, N. (1992). ***Critical Literacy and Community Service: Reading and Writing the World.*** **In English Journal, v81 n5 p83-85 Sept. 1992.**
Describes how English teachers can help students to "read" their world and become responsible and responsive citizens through community service projects which structure opportunities for students to engage in literacy struggles in the real world.
ERIC #EJ449807

Hayes, E. & Cuban, S. (1996). *Border Pedagogy: A Critical Framework for Service Learning*. Paper presented at the Annual Meeting of the American Education Research Association. April 1996. New York..

The general focus of a course on adult literacy and community service at a large state university was to increase students' understanding of adult literacy as a societal issue and to support their involvement as tutors in local adult literacy programs. To understand what students learned from their experience in the course, the instructors began collecting and analyzing various source material. They also began developing case studies of individual tutors and their learning experiences. As the instructors analyzed the accounts of the tutors, they became interested in how the service learning experience provided opportunities for the tutors to adopt a more critical perspective on common assumptions about adult literacy students, dominant tutoring practices, and the structures of schooling. They reviewed tutors' case profiles and original source material to see if they could identify forms of resistance to dominant practices or beliefs. In more recent work associated with critical postmodernism and educational theory, they found the concepts of border and border crossing. They found that the metaphors of border crossing and borderlands could illuminate the service learning experience for students. These metaphors suggested how service learning helps students with the following: understanding their own culture in new ways, appreciating cultural differences, becoming more critically aware of social inequities and power relations, and envisioning a more democratic society. (Contains 12 references.).
ERIC #ED393992

Northeast Regional Center for Rural Development. (1996). *Pathways from Poverty Education Network*. Author. University Park, PA.

Pathways from Poverty is a public policy education and research initiative organized by the Rural Sociological Society's Task Force on Persistent Rural Poverty and the four regional rural development centers. This publication focuses on project efforts in the Northeast and includes three sections. The first section describes the Pathways from Poverty Workshop for the Northeast Region (Boston, Massachusetts, September, 1995); reviews the history of the project, which aims to create innovative pathways from poverty for rural people and places through collaborative state teams; and profiles four researchers and visionaries. These profiles describe the life and work of Gene Summers ("Up from 'the Bottoms,'" by Eileen Zuber); Virginia Schein ("Dancing with Words: An Afternoon with Virginia Schein," by Eileen Zuber); John Gaventa ("Searching from
Within," by Pete Saba); and Leif Jensen ("Bridging the Gap," by Steve Nelson). The second section includes seven presentations from the 1995 workshop: "Working from the Margins: Voices of Mothers in Poverty" (Virginia E. Schein); "Working Together for a Change: Social Capital As a Pathway from Poverty" (John Gaventa); "Demographics of Rural Poverty" (Leif Jensen); "Work and Income Overview" (Ann Tickamyer); "Poor Kids in a Rich Nation: Eating the Seed Corn" (Patricia Garrett); "Human Capital and Poverty in Rural America" (Daniel Lichter); and "Where Do We Go from Here?"
(Kenneth E. Martin). The final section describes the state Pathways from Poverty teams and 64 poverty programs in Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and West Virginia. These programs provide leadership training, summer educational opportunities for

youth and children, support for community development, support for small business development and entrepreneurship, adult literacy and computer literacy, community supported agriculture, community health services, parenting education for youth and high-risk families, services for migrant families and children, job skills training, family services, rural housing development, nutrition education, support for postsecondary attendance, opportunities for community service learning, and temporary shelter..
-ERIC #ED406079

Prosser, T.& Levesque, J. (1997). *Supporting Literacy Through Service-Learning.* In Reading Teacher, v51 n1 p32-38. Sept. 1997.

Describes a service learning program with a focus on literacy called the Student Literacy Corps. Describes how urban elementary school children, college students, professors, administrators, and community members worked, shared, and learned together. Includes a sample lesson.
ERIC #EJ555354

Silcox, H. & Briscoe, J. (1991). *Citizenship, Service, and School Reform in Pennsylvania.* In Phi Delta Kappan, v72 n10 p.758-60 June 1991.

Briscoe's article explains how PennServe, Pennsylvania's youth service program, converts young people from a problem to a community resource of which to be proud. Silcox explains various facets of a Philadelphia high school's PennServe program and shows how school-based service has changed attitudes, values, and relationships and enlivened education.
ERIC #EJ426974

Section two: Service-Learning specific Links to Literacy

The following books and articles give specific example of Literacy programs that use Service-Learning. Each of these titles show how service-learning can enrich the lives of tutor/teacher/student and enhance both school and community.

Ellis, B. (1993). ***Using CSL with Special Education and Reading Resource Students.*** **In Equity and Excellence in Education, v26 n2 p15-17 Sept. 1993.**
Describes the experiences of an elementary school resource room teacher in Staten Island (New York) in using community service learning (CSL) with special education and reading resource students. Students planned and carried out a cupcake sale to benefit UNICEF. Parent participation was an important part of the process.
ERIC # EJ476925

Fertman, C. (1994). ***Service-Learning Reflections: Update of Service-Learning in Pennsylvania.*** **Pennsylvania Service-Learning Resource and Evaluation Network. Pittsburgh.**
Since its creation in 1988, the sole mission of the agency PennSERVE has been to make community service the common expectation of all Pennsylvania's citizens. Using state funds, PennSERVE initiated a school service learning (SL) grant program and funded a total of 35 school and community-based SL programs between 1989 and 1991 in grades K-12, the Pennsylvania Service Corps, Pennsylvania Literacy Corps, Pennsylvania Conservation Corps, Library Corps, and Summer Youth Corps In December 1993, focus groups consisting of 4-7 programs at 11 different grant sites across Pennsylvania were held to provide feedback and learning about PennSERVE-funded SL activities. According to the focus group participants, PennSERVE programs have had demonstrable positive impacts on students, SL coordinators, and the community. It was recommended that local programs teaching communities to solve local problems be encouraged, an SL support system be developed, and curriculum infusion be promoted.
ERIC #ED368910

Fingeret, H.& Danin, S. (1991). ***They Really Put a Hurtin' on My Brain: Learning in Literacy Volunteers of New York City.*** **Literacy South. Durham, NC.**
A study explored the impact on students on participation in Literacy Volunteers of New York City (LVNYC). Change in three major areas was examined: literacy skills; self-concept, attitudes, and beliefs related to literacy development; and involvement in literacy practices outside the program. The study was primarily qualitative but included a quantitative analysis of standardized test scores and writing samples. Data collection methods were focus group interviews, individual interviews, and observation. When questioned about their previous educational experience, students spoke of failure and the stress of entering the LVNYC program. Learning in groups was important, tutor turnover affected student progress, and students wanted more oral reading. Students felt that participation in LVNYC had an impact on literacy practices inside the program, because they felt they were learning, and that it affected their lives outside the program, because they used their literacy skills in private and

public situations. The Student Leadership Program, which complements the instructional program, consists of a student
committee, student representation on the LVNYC board, and a student leadership team. Sincere efforts are made by this program to help students develop a more proactive stance in relation to their own schooling; nevertheless, students appear to remain dependent on the paid staff. Student skill development is supported by narratives, interviews, and writing samples analysis and to a lesser degree by standardized reading test score analysis.
ERIC #ED332026

Gill, T. (1997). ***Reading Writing, and Reflecting: Helpers Promoting Literacy.*** **National Helpers Network, Inc. New York, NY.**
This is a school-based Service-Learning and Literacy Curriculum guide. It provides instructors with a workbook, as well as a step-by-step planning guide. It also provides insight into the arduous tasks of tutor/student assessment and reflection.
To obtain this resource write to: National Helpers Network, Inc. 245 5th Ave, Ste 1705; New York, NY 10016-8728. Phone: 212-679-2482, Fax: 212-679-7461
Email: helpnetigc.apc.org

Mansbach, S. (1993). ***Family Literacy's Approach to Dropout Prevention.*** **In A Series of Solutions and Strategies from the National Dropout Prevention Center, n6 Apr. 1993.**
The program goal of family literacy is to use early intervention to break the cycle of illiteracy perpetuated by parents' undereducation. This paper describes family literacy as a dropout prevention strategy that should be most heavily concentrated on the prenatal through 8 year old child; a child ready for school is less likely to become a dropout. In addition to developing children's emergent literacy skills, a second benefit of family literacy programs is that they encourage parents to become supportive coaches for their children in school. The document notes 3 nontraditional incentives that are built into
many programs to attract former dropouts: the parent's experiences with collaborative learning, the child's insistence on wanting to participate and the "parent friendly" location of the programs. Parental self esteem is also reinforced with overt and subtle messages. The 5 page narrative is accompanied by a chart describing models deserving national recognition. Program name/origin, children targeted, sites and description are provided.
ERIC #ED358284

Minter, D. & Schweingruber, H. (1996). The Instructional Challenge of Community Service-Learning. In Michigan Journal of Community Service-Learning, v3 p92-102 Fall 1996.
Calls for greater attention to pedagogical challenges and opportunities to integrate service-learning and academic study, particularly in maintaining both content coverage and empowerment as objectives. Draws on transcripts of class discussions and student writing in a community service learning course focusing on literacy to trace students' negotiation of course readings and on-site experience as competing sources of authority.
ERIC #EJ552448

Pennsylvania Inst. for Environmental and Community Service Learning. (1992). ***Discovering the World of Community Service Learning: Service Learning Teacher's Guide and Manual.*** **Author. Holland, PA**

Discovering the World of Community Service Learning series, also known as the "Service Learning Detective" series, is designed to get students out of the classroom and into the community to investigate the problems of their community and develop strategies for solving them. This teacher's guide includes an overview of service learning, a process for curricular integration, a community service bibliography, and a guide to the student booklets. The series also includes a student casebook which leads students on a
tour of their community, and a choice of four student project manuals focusing on literacy and education; conservation and environment; citizenship; and human services.
Where to Obtain this Resource: Institute for Service Learning, 64 Lempa Rd; Holland, PA 18966 Phone: 215-357-5861

Section Three: Related links to Literacy and how to obtain them

To obtain reproduction of the resources displayed in this document contact the

UMI (University Microfilms International) Info Store
Reproduces microfiche and paper copy. UMI's order number is listed in the "AVAIL" field of the citations.
URL: http://www.umi.com/
E-mail: info@umi.com
North Zeeb Road
PO Box 1346
Ann Arbor, MI 48106-1346
800-521-0600 or 313-761-4700
UMI InfoStore
orders@infostore.com
800-248-0360 X282 or 415-433-0100

ERIC Document Reproduction Service (EDRS)
The U.S. Department of Education's Educational Resources Information Center (ERIC) collects resources in education. The EDRS provides both microfiche and paper copy reproductions of these documents. To order you will need the ERIC Document number (ED) which can be found in the "Where to obtain this document" section of the citations.
URL: http://edrs.com/ (note: you may order online)
7420 Fullerton Rd, Ste .110
Springfield, VA 22153-2852
800-443-ERIC

The Uncover Company
3801 E. Florida, Suite 200
Denver, CO 80210
800-369-8745